

Shanklin CofE Primary School

Inspection report

Unique reference number	118189
Local authority	Isle Of Wight
Inspection number	379560
Inspection dates	2–3 July 2012
Lead inspector	Andrew Saunders

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	236
Appropriate authority	The governing body
Chair	Richard Priest
Headteacher	Sara Hodgson
Date of previous school inspection	26–27 March 2009
School address	Albert Road Shanklin Isle of Wight PO37 7LY
Telephone number	01983 862444
Fax number	01983 868810
Email address	admin.shanklincepri@tiscali.co.uk

Age group	4–11
Inspection date(s)	2–3 July 2012
Inspection number	379560



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Andrew Saunders

Additional inspector

Julie Ward

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 15 lessons or parts of lessons taught by nine teachers, including sessions supporting disabled pupils and those who have special educational needs. Observations totalled seven hours and 10 minutes and included some conducted with school leaders. Inspectors observed the school's work, and looked at the school's records and analysis of data about the performance of pupils, monitoring of the quality of teaching, reports from external partners, the school's plans for improvement and other relevant policies. Inspectors looked closely at the work pupils have done during the year and how teachers evaluate progress in learning, as well as the accuracy and effectiveness of the targets set for pupils. The inspectors met with groups of pupils, staff and members of the governing body, and considered the 58 inspection questionnaires completed by parents and carers, as well as speaking to parents, carers and pupils informally. At the time of the inspection, the majority of Year 6 pupils and three members of staff were on a residential trip.

Information about the school

Located in an urban area of Shanklin, this primary school has recently been part of the reorganisation of schools on the Isle of Wight and includes pupils from Reception to Year 6. It is of an average size for a primary school. The proportion of pupils known to be eligible for free school meals is above average. Almost all pupils are White British. The proportion of disabled pupils and those who have special educational needs is average, including those on school action, school action plus and those with a statement of special educational needs. The Early Years Foundation Stage comprises a single Reception class. Some pupils in Years 1 and 2, and Years 3 and 4 are taught in mixed-age classes; this varies with different cohorts each year. For the past 18 months an acting headteacher has led the school. A new headteacher has been appointed from September 2012. The school does not meet the current floor standard, which sets out the government's minimum expectations for pupils' attainment and progress.

A serious incident that occurred at the school since the previous inspection is under investigation by the appropriate authorities. Ofsted does not have the power to investigate incidents of this kind. The welfare provision in the school was evaluated against the regulations that are in place, and inspection judgements are based on the evidence available at the time of the inspection. There is a children's centre on the site, including a nursery, a breakfast club and an after-school club; this is subject to separate inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	4
Achievement of pupils	4
Quality of teaching	4
Behaviour and safety of pupils	4
Leadership and management	4

Key findings

- In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.
- This school is inadequate because pupils fail to make sufficient progress, especially in writing. Too much teaching remains inadequate, and the unacceptable behaviour of a few pupils disrupts learning.
- Since the last inspection, attainment has declined and senior leaders have failed to address the areas for improvement identified at that time. The achievement of pupils is inadequate because progress is too slow across year groups. This has led to pupils' attainment being below average by the end of Year 6.
- Teaching is inadequate. Too often lessons lack a clear focus on what pupils are to learn, and there is too much emphasis on 'getting tasks done' without consideration of whether pupils have moved forward in their learning. While recent initiatives mean there is some good teaching and the proportion of inadequate teaching has reduced, these improvements are fragile. Teaching about the links between sounds and letters (phonics) is systematic but, in lessons observed by inspectors, work set for pupils was often too hard or too easy.
- Behaviour is inadequate and the very challenging behaviour of a few pupils disrupts the learning of others on a daily basis. While most pupils behave well most of the time, this relies too heavily on the support and reminders from adults and too many pupils lack self-control. Pupils' attendance is low and below the national average for primary schools.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

- Leadership is inadequate. Since taking up post, the acting headteacher has developed systems to collect and analyse the data about the performance of pupils, and has identified and challenged some inadequate teaching, with support from outside agencies. However, leadership is not widely shared and leaders have not demonstrated that the school can improve without support.

What does the school need to do to improve further?

- Increase the rate of pupils' progress and raise attainment, particularly in writing by:
 - improving the teaching of phonics across the school
 - raising the expectations of, and aspirations, for all groups of pupils
 - increasing pupils' determination to succeed and their ability to produce high quality work independently.
- Eliminate all inadequate teaching and increase the proportion that is good by:
 - ensuring work takes full account of the different abilities and previous attainment of pupils
 - starting every lesson with a clear focus on what pupils will be learning, which is revisited during the lesson
 - ensuring that pupils' responses to comments in their books and to verbal feedback are timely.
- Work closely with other agencies and parents and carers to improve the behaviour of the few pupils who disrupt learning, increase pupils' capacity to manage their own behaviour and improve attendance rates for all pupils.
- As a matter of urgency improve the quality of leadership and management by ensuring that leaders and managers at all levels:
 - are consistent in driving their expectations of high-quality teaching by robustly monitoring its impact on pupils' learning and holding staff to account for pupils' progress
 - have good working arrangements with partner agencies to ensure that the most vulnerable pupils have timely access to appropriate support.

Main report**Achievement of pupils**

The achievement of pupils is inadequate. Attainment by the end of Year 6 is below average and progress is too slow, particularly in writing. When pupils enter Reception, their skills and knowledge are below those expected for their age. Recent improvements in provision, and the leadership of the Early Years Foundation Stage, have contributed to pupils settling into routines well and displaying positive attitudes towards learning. Consequently they make good progress in most aspects of learning and, this year, children met expectations for their age. However, progress slows in

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Key Stage 1, and is variable through Key Stage 2. Attainment in reading and in mathematics has recently improved by the end of Year 2 and is broadly average. At Key Stage 2, work in pupils' books and in lessons confirms that most pupils are working below the standard expected nationally. However, on occasions satisfactory and good progress is seen in lessons. For example, in a Year 5 lesson, work was closely matched to pupils' needs and adults had high expectations that pupils would create solutions for themselves. Consequently, pupils worked hard and made good progress. However, lessons of this quality, which are necessary in order to accelerate progress over time, are not typical. Furthermore, the expectations teachers and pupils have of what can be achieved are often far too low. Disabled pupils and those who have special educational needs make inadequate progress because the support they receive is not closely focused on their needs. They are too dependent on the adults supporting them and show too little determination to succeed independently. Very occasionally, when they are encouraged to overcome obstacles on their own, they are delighted by their success.

Teaching of phonics follows a systematic approach and leads to pupils reaching national expectations in reading by the end of Year 2 and Year 6. However, the use of phonics to support writing is not explored sufficiently, and this constrains progress in spelling words accurately and in using sentences correctly. The teaching of reading for disabled pupils and those who have special educational needs is less effective, mainly because the impact of programmes used to support them has not been evaluated; their attainment in reading is below average and the achievement gap in reading with the national average is not closing quickly enough. While the large majority of parents and carers agreed that their children are making good progress, many commented that this was variable. Inspectors judged that pupils are not making enough progress overall.

Quality of teaching

Teaching is inadequate because too many lessons lack a clear focus on what pupils are to learn, and there is too much emphasis on completing undemanding exercises rather than developing pupils' understanding. Recent external support has established a more accurate picture of teaching than was held by the staff?. This has led to the introduction of training to tackle identified weaknesses in practice. It has also provided greater challenge and it helping to eliminate inadequate teaching. In some classes good teaching is becoming more prevalent. For example, in a Year 3 and 4 lesson, pupils enjoyed discussing ideas about how to protect the Olympic torch as they developed their own criteria to measure their success towards a clear objective. Systems to track pupils' performance are relatively new. Information about pupils' progress is used to inform teachers' planning and set helpful targets for pupils. However, not all teachers use information about pupils' current attainment to plan tasks to meet their different needs. During inadequate lessons seen, work is generally pitched at the same level of difficulty for all groups of pupils. Consequently the work is too challenging for some, and too easy for others.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The teaching of phonics too readily follows the scheme without considering pupils' previous learning or responding to how they progress during the session. This constrains pupils' confidence in trying new vocabulary and hampers their efforts when writing. After recent discussions and training, marking and verbal feedback are becoming more effective in showing pupils what they need to do next. However, this is not developing as well as it could because pupils are not routinely required to take appropriate action. Work to evaluate the impact of support for disabled pupils and those who have special educational needs is at an early stage of development and is not yet good enough.

Some teaching contributes well to pupils' spiritual, moral, social and cultural development. For example, a lesson using the characteristics that make Olympic athletes successful helped pupils work well together and listen to each other's ideas. Most parents and carers indicated that they feel their children are taught well. Inspectors found that while there is some evidence to support this view, teaching over time is inadequate.

Behaviour and safety of pupils

Behaviour is inadequate because too many pupils require frequent reminders about the school's code of conduct. Pupils are not always mindful of how to keep safe and are too reliant on adults to remind them about dangers. Staff strategies for managing behaviour are generally applied consistently by almost all staff, but there has not been sufficient time for the strategies to have a positive impact on developing either pupils' self-discipline or their capacity to learn independently. Almost half of parents and carers who responded to the questionnaire indicated that their children's lessons are disrupted by bad behaviour, and inspectors agreed that this happens too frequently.

Pupils said that bullying happens occasionally but, that while the school usually 'sorts it out', some of their peers do not care about the sanctions. Most pupils are well informed about different forms of bullying, including cyber-bullying or prejudice-based bullying, and know how they can help to prevent it, but this does not prevent bullying from taking place. A small minority of parents and carers do not believe that the school deals with bullying effectively. Inspectors found that the school has appropriate systems and opportunities for pupils to express their concerns. However, the school's approaches to bullying and behaviour management are not always supported consistently by some parents and carers, or by prompt action from other agencies. Consequently, some underlying bullying continues and some behaviour, including physical outbursts, results in pupils feeling fearful at times.

Although pupils' attendance is improving, it remains low and is below the average for primary schools. The school works well with other agencies to help parents and carers understand the importance of regular attendance. Nevertheless, achieving higher attendance remains a challenge for the school.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Leadership and management

Leadership and management are inadequate mainly because leaders and managers have failed to secure significant improvement since the last inspection. Major changes to schooling arrangements in the local authority, and the development of the school site, have distracted senior leaders from driving school improvement sufficiently rigorously. There has been too little emphasis on improving the quality of teaching and tackling the continuing low performance of pupils in national tests. This has resulted in a further decline in attainment and pupils making slow progress.

Actions to equip leaders and managers with appropriate skills to assess the progress of pupils more accurately during lessons are at an early stage of development and not yet having enough impact on consistently accelerating pupils' achievement. Too few staff show confidence in matching work to pupils' abilities and this impedes progress. While pupils' performance is now tracked and analysed, and staff are increasingly held to account, it is too early to evaluate the impact on attainment. Leadership of the Early Years Foundation Stage, while newly established, is proving effective in ensuring provision is good and children make good progress.

The curriculum is satisfactory but teachers do not use it well enough to plan interesting and challenging activities to help pupils make better progress. New approaches to supporting disabled pupils and those with special educational needs are being implemented, but it is too early to evaluate the impact on the performance of this group of pupils. The curriculum promotes pupils' spiritual, moral, social and cultural development effectively, including through social and practical activities. These include links with the church and other organisations, as well as opportunities for pupils to raise funds to support others in very challenging circumstances.

Members of the governing body and senior leaders ensure that arrangements for safeguarding pupils meet requirements. Policies, procedures and training for staff are regularly updated. Leaders and managers understand the need to promote equality and ensure there is no discrimination in terms of pupils' ethnic heritage. However, the previous lack of analysis of the performance of groups of pupils and the consequent decline in attainment mean that leaders have not been sufficiently effective in ensuring all groups of pupils achieve as well as they should. Therefore the promotion of equality of opportunity is inadequate. Members of the governing body are increasing their levels of support and now challenge leaders about the degree of underachievement. However, this is very recent and pupils' attainment and their progress have been allowed to decline for too long. Areas for development identified at the previous inspection have not been addressed, and leaders have not shown that they have the capacity to bring about the rapid improvement needed.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



4 July 2012

Dear Pupils

Inspection of Shanklin CoFE Primary School, Shanklin PO37 7LY

Thank you for taking the time to talk to us and show us your work when we visited your school. We found that most of you get along with one another and help each other during your lessons.

However, there are quite a few things that need to improve quickly so that you can make the progress you should in your work. The last time inspectors visited the school they gave the leaders some things to improve, but these have not all been done and we have judged that the school requires 'special measures'. This means that the school needs some help so that teaching improves and you make more rapid progress, particularly in writing. Inspectors will visit your school regularly to check how well the school is improving the quality of your learning.

These are the things we have asked the school to improve.

- Make sure you make faster progress across Key Stages 1 and 2, particularly in writing, by improving how you are taught to use letters and sounds to help your writing and by helping you to work hard on your own.
- Improve the teaching by making sure your work is just right – not too hard or too easy, starting each lesson by telling you exactly what you should be learning, and giving you more opportunities to respond to guidance in marking and feedback.
- Help you to manage your behaviour without so many reminders, and make sure that lessons are not disrupted by bad behaviour.
- Improve how well the school is led and managed.

All of you can help by making sure that you attend school as often as possible, behave well and try to solve problems for yourselves before asking teachers for help.

Yours sincerely

Andrew Saunders
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**